

# Programme at a Glance

8.30-9.00am	Registration / Arrival tea and coffee Rēhita / Taenga mai	S.1 Foyer
9.00-9.15am	<b>Welcome</b> Mihi Whakatao	S.104
9.30-10.15am	<b>Keynote Speaker/Kaikōrero Matua: Unpacking selected assessment trends and associated practice dilemmas</b> Rosemary Hipkins (MNZM)	S.104
10.15-10.45am	Morning Tea	S.1 Foyer
10.45-11.30am	<b>Interactive Workshop 1: Professional practice / research presenters</b> <b>Papamahi Tauneke 1: Ngā Tohunga</b> <i>(see separate listing over page)</i>	Breakout Rooms
11.30-12.15pm	<b>Interactive Workshop 2: NZ Assessment Research (of relevance across the sector/ system)</b> <b>Papamahi Tauneke 2: Rangahau</b> <i>(see separate listing over page)</i>	Breakout Rooms
12.15-1.00pm	Lunch	S.1 Foyer
1.00-1.45pm	<b>Interactive Workshop 3: Central Agency information and assessment-related resources</b> <b>Papamahi Tauneke 3: Te Waha o te Ika</b> <i>(see separate listing over page)</i>	Breakout rooms
1.45-2.30pm	<b>Interactive Workshop 4: Learner (primary to post-secondary) perspectives on assessment</b> <b>Papamahi Tauneke 4: Ākongā ki Taurā</b> <i>(see separate listing over page)</i>	S.104
2.30-3.00pm	Afternoon Tea	S.1 Foyer
3.00-3.30pm	<b>Plenary: Workshop report back</b> <b>Hui - Whakahoki Kōrero</b>	S.104
3.30 -3.45pm	<b>NZAI implications going forward</b> <b>NZAI - He ahu ki mua</b> Jenny Poskitt	S.104
3.45-4.15pm	<b>Wrap up / Poroaki</b>	S.104

# Workshop Descriptions

## Interactive Workshop 1

### Professional Practice / Research Presenters

#### How can my students get better at showing the life cycle of the Monarch butterfly? What to assess in primary science?

Anne Barker, Institute of Professional Learning, Waikato) and Sharon Street, Whitikahu School

- 1 **Synopsis:** *Conversations with primary science facilitator Anne Barker from the Institute of Professional Learning Te Whai Toi Tangata at the University of Waikato and Year 2/3/4 teacher Sharon Street from Whitikahu School. Anne has been working with Sharon's school for 18 months and exploring science in the New Zealand Curriculum. This presentation looks at options for primary science assessment and what that can look like in the class.*

#### Drawing on students' perspectives of feedback

Camilla Cameron, Masters research

- 2 **Synopsis:** *Feedback is an integral component of Assessment for Learning, but there has been surprisingly little research focused on the learner's perspective. In this study, students drew themselves getting and responding to feedback on their learning. By exploring their drawings, we are reminded that learning is both complex and personal.*

#### Assessment through the lens of students' experiences

Elizabeth Eley, Poutama Pounamu, The University of Waikato

- 3 **Synopsis:** *The New Zealand Curriculum (2010, p.39) tells us that "the primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides". The experiences of students should inform all points in the assessment process, including the gathering, use and interpretation of assessment information as it pertains to their learning and their decision-making. It is, therefore, important that we gain insights from students on how their schooling experiences have been shaped by the gathering and use of assessment information, and their role in this process.*

*The information in this workshop has been derived from the experiences reported by 157 senior Māori students. These students, from 58 New Zealand secondary schools, gathered at nine Hui Whakaako held from Whitiara Marae in the Far North to Te Rau Aroha Marae at the Bluff. The students were identified by their schools as "having enjoyed and achieved education success as Māori". All these young people talked of their schooling experiences and practices, both those that were positive and beneficial and those that were detrimental. There is much we can learn from these students and this will be explored in this workshop.*

# Workshop Descriptions

## Interactive Workshop 2

### NZ Assessment Research

#### Formative feedback on an online writing collaborative platform: Initial findings (Masters research)

Florence Lyons, The University of Waikato

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**Synopsis:** *Initial findings of an action research project regarding the provision of feedback as dialogue on Google Docs will be shared. The investigation took place with Year 8 students and two teachers with students learning the persuasive writing genre. The aim of the project was to determine to what extent the use of an online writing collaborative platform, such as Google Docs, when providing formative feedback could support the learning of diverse students. Initial findings suggest that the use of Google Docs when providing feedback has supported students' learning of the persuasive writing genre. Furthermore, audio recorded feedback has allowed some literate cultural capital poor students to comprehend the feedback provided by their teachers.*

#### Beyond literacy: Assessing science learning through drawing

Maurice Cheng, The University of Waikato

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**Synopsis:** *When children draw, they do not only express what is in their minds but also create new ideas. Because drawings represent the world in ways that are distinctive from verbal languages, they can inform teachers of children's thinking in ways that writing and speaking cannot do. This session explores strategies to assess and support children's science learning through drawing.*

#### Feedback – how to get it right? (Masters research)

Lee Hill, The University of Waikato

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**Synopsis:** *As educators, we are familiar with the importance of giving students feedback, but often it feels that our hard work is poorly engaged with by our high school students. The key to overcoming this problem lies in the effective implementation of feedback processes that centre on and include students, developing their own assessment capabilities.*

#### Assessment of learning using NCEA in senior science inquiry (Doctoral research)

Suzanne Trask, The University of Waikato

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**Synopsis:** *This session reports on research conducted in flexible learning spaces and discusses the question: How can NCEA assessment contexts work to support the offering of different learning choices using context personalisation and different levels of science inquiry?*

# Workshop Descriptions

## Interactive Workshop 3

### Central Agency Information and Assessment

#### Putting the child at the centre when thinking about assessment

Stephanie Greaney, ERO

- 1 **Synopsis:** *Assessment is more purposeful when leaders and teachers are clear about how children will benefit from the task. Teachers, parents, leaders and trustees can then also use the information from such assessments. ERO will share resources and insights about the assessment practices seen in schools to illustrate purposeful assessment processes.*

#### What can we learn from the new Teaching, School and Principal Leadership (TSP) Survey Tool?

Heleen Visser, NZCER

- 2 **Synopsis:** *The TSP provides New Zealand's first national picture of teaching and school practices, and principal leadership in English-medium schools. Looking at the national data that is generated by the tool, what are our strengths and areas for improvement?*

## Interactive Workshop 4

### Learner Perspectives on Assessment

#### Student perspectives on assessment

- 1 **Synopsis:** *Come and hear student perspectives, and discuss the implications for our learning, teaching, curriculum and assessment practices.*